

Fine Arts - Dance Course Descriptive Guide

First Grade [1997]

Course Description

This curriculum is written to aid the teacher and student to facilitate the learning of dance as an art form. Four standards are included: moving, investigating, creating, and contextualizing. Three or possibly all four standards may be addressed in every movement lesson. In dance, the emphasis must always be on actively engaging the child through participation. A 30-minute class might be as follows: a five-minute warm-up, five minutes for locomotor movements, 15 minutes for problem solving through exploring and creating, and five minutes for showing solutions and discussion. In a 30-minute lesson such as this, please note that over 25 minutes is spent moving, while less than five minutes is in discussion. Critiquing, discussing, and evaluating is important for processing; however, at the elementary level, two to three minutes is ample.

Core Standards of the Course

TOPIC: Moving

STANDARD:

The student will identify and safely demonstrate knowledge of the body and movement skills in performing dance.

OBJECTIVES:

Participate safely and regularly in warm-up activities followed by strengthening, endurance, and flexibility exercises.

- Recognize and avoid possible room or outdoor hazards.

Strategy Example:

Talk about possible dangers, temperature concerns (too hot or too cold), and how to safely deal with those concerns; e.g., stay away from obstacles, wear tennis shoes on cement or tile.

- Participate in dance with an awareness of appropriate safety concerns; e.g., warming up before stretching.
- Demonstrate and maintain personal and group space.

Strategy Example:

Find personal space while walking and stopping, filling the general space evenly. For group space, practice starting and stopping quickly without bumping or colliding; e.g., teacher directs students to run through the space and freeze. Repeat several times.

- Move isolated parts of the body in different ways through space.

Strategy Example:

While sitting, flex and point foot; change to the other side. Move body parts in several different ways, in place and then through space. Change body parts frequently.

- Show an increase in strength, endurance, and flexibility.

Strategy Example:

For leg and abdominal strength, lie on back, extend R leg and hold L knee. Shoot L leg out, catching R knee. Do several quickly. For endurance, increase repetitions over time. For flexibility, sit with legs together, slowly stretch hands and head toward toes, hold stretch without bouncing.

Identify and execute axial and basic locomotor steps.

- Identify and execute simple axial movements of reaching and bending.
- Demonstrate the locomotor steps of walk, run, leap, hop, jump, skip, and gallop while moving through space.

Strategy Example:

With arms outstretched, knees high, and feet stretched, gallop around the room using own pathway in the space.

TOPIC: Investigating

STANDARD:

The student will identify and demonstrate movement elements in performing dance.

OBJECTIVES:

Expand dance vocabulary with movement experiences in time.

- Clap and then move, accenting the first beat of every measure in 4/4 time.
- Clap and then move to simple rhythmic patterns; e.g., phrases or sentences.

Expand dance vocabulary with movement experiences in space.

- Create symmetrical and asymmetrical shapes with the body.

Strategy Example:

Talk about symmetry, having both sides of the body being a mirror image, and asymmetry, having both sides of the body not matching. With a partner watching, create several shapes of both types using different levels of high, medium, and low. The partner watches and identifies which shapes show symmetry and asymmetry.

- Explore spatial concepts through movement; e.g., over, under, above, below, near, far, in front of, behind, inside, outside, and around.
- Travel through space with a partner using two to four basic locomotor movements; e.g., four skips forward, four jumps backward, eight quick running steps in a circle, and four slow walking steps sideways.

Expand dance vocabulary with movement experiences using the basic qualities of energy and motion.

- Show different kinds of energy through movement sequences.

Strategy Example:

Improvise a movement sequence of energy changes; e.g., moving with sustained energy in a continuous, smooth way, then percussively in a sharp, quick way.

- After seeing a dance, describe opposites in energy.

Strategy Example:

Observe half the class and talk about the opposites of moving in a sustained or percussive way.

TOPIC: Creating

STANDARD:

The student will improvise, create, perform, and respond to movement solutions in the art form of dance.

OBJECTIVES:

Explore the process of making a dance.

- Combine two or more ideas that have been explored in time, space, or energy and create a movement phrase.

Strategy Example:

Explore making a movement phrase by using three different locomotor steps (walking, skipping, jumping, etc.) and three different energy qualities (swinging, sustaining, exploding, etc.).

- Brainstorm and improvise additional movement possibilities by varying time, space, and energy to discover new and unusual combinations.

Strategy Example:

Leap while turning or jump from side to side, landing as quietly as possible.

Create and discuss movement solutions derived from movement exploration.

- Create and practice a short pattern of movement with a clear beginning and a clear ending.

Strategy Example:

Discuss how movement discovered in exploration can become set into a short pattern with a beginning and an end. Starting with a low, twisted shape, put two movement patterns together from the exploratory indicators above and end in a medium-level, angular shape.

- Discover new or unusual movement solutions to teacher-directed dance problems.

Strategy Example:

Create shapes that describe how one felt as he/she entered the room, how they feel at the present time, then find a pathway between the two shapes that connects the two. Discuss the movement choices and explain how feeling is expressed in movement.

- Observe and discuss movement choices performed by others.
- Rate success in following directions in a dance activity.
- Evaluate ability to hold stillness and to move fully.
- Draw a picture of what others did or what was felt.

TOPIC: Contextualizing

STANDARD:

The student will understand and demonstrate dance in relation to its historical and cultural origins.

OBJECTIVES:

Perform simple folk dances and singing games.

- Learn, perform, and describe the meaning of various traditional family dances or singing games.
- Create small group dances which reflect cultural or historical ideas.
- Create a class dance based on an historic event or a specific culture.

Recognize and use the universal language of dance in daily life and world culture.

- Observe a dance from another culture or time period and discuss the ways family cultures have expressed themselves through dance.
- Share information about one's own cultural background and dances, or invite family members to discuss cultural heritage.

Make connections between dance and other disciplines.

- Create movement phrases showing ideas from art, music, or drama; e.g., energy qualities observed in a music selection or perhaps lines or curves from a painting or sculpture.
- Create movement phrases showing ideas from literature or poetry; e.g., choose contrasting action words to explore.
- Explore ideas or concepts based on science; e.g., create geometric shapes or discuss and explore the use of force (tension and relaxation, etc.).